

CREATING SAFETY POLICY AND PROCEDURES IN AN ACTIVE SHOOTER EVENT

By

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Table of Contents

<i>Acknowledgements</i>	3
<i>Abstract</i>	4
<i>Introduction/History</i>	5
<i>Statement of the Problem.....</i>	8
<i>Purpose of the Project.....</i>	10
<i>Theory or Theoretical Perspective.....</i>	11
<i>Methodology.....</i>	15
<i>Limitations of the Project.....</i>	22
<i>Conclusions</i>	24
<i>Appendix A-ALICE Protocol Training Presentation-Original Presentation</i>	27
<i>Appendix B-ALICE Protocol Presentation-Updated Presentation</i>	40
<i>Appendix C-Crisis Management Team.....</i>	58
<i>APPENDIX D-Crisis Management Plan for Active Shooter Event.....</i>	61
<i>APPENDIX E-Barricade Photo</i>	66
<i>APPENDIX F-Drill Statistics</i>	67
<i>APPENDIX G-GVEA Administrative Manual 6.7.....</i>	68
REPORTING AND COMMUNICATIONS REGARDING	68
HOSTILE MEMBERS AND HAZARDS	68
I. OBJECTIVE.....	68
II. GUIDELINES	68
III. PROCEDURES.....	68
IV. RESPONSIBILITY.....	69
<i>APPENDIX H-Training Presentation Materials List</i>	70
<i>APPENDIX I-Evaluation Form.....</i>	71
<i>Works Cited.....</i>	73

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Abstract

School and workplace active shootings are on the rise and seem to be the norm today and there is not a working policy in place to train for an active shooter event in our organization, Golden Valley Electric Association.

The purpose of this project was to develop a workable policy and procedure for the employees and to enhance the safety culture within our organization. To achieve this goal, a training presentation was created using the ALICE Training Institute's protocol to train the workforce. The ALICE acronym stands for A=Alert, L=Lockdown, I=Inform, C=Counter, E=Evacuate.

Over the course of research for this project, research indicated that a crisis management plan (CMP) and crisis management team (CMT) would be a better option for training the organization, not policies and procedures. A sample crisis management plan and outline for the crisis management team were created. The crisis management team would deal with the policies and procedures and ensure the success of training the workforce and enhancing the safety culture of the organization.

The recommendations are for the organization to select the CMT, review the CMP created, and implement and maintain the plan. Following and implementing these recommendations into practice would ensure the workforce was trained and would strengthen the safety culture of the organization.

Introduction/History

Day in and day out, people go to work. They spend more time at their jobs than they do with their families. Unfortunately, our society has evolved, people are more apt to become assertive or even aggressive to emphasize a point or get what they want, not realizing the potential outcome. School and workplace active shootings are on the rise and seem to be the norm today. The FBI conducted a study of active shooter incidents from 2000-2013. During the years of 2000-2006 there was an average of 6.4 incidents per year. From 2001-2013 the average increased to 16.4 incidents per year. An update to the report stated that active shooter incidents increased to 20 incidents per year in 2014 and 2015. (United States Department of Justice, 2020).

The first documented incident of workplace violence event, in the U.S. was August 20, 1986, in an Edmond, Oklahoma post office, when Patrick Sherrill, a postal worker shot and killed 14 employees and wounded six. He committed suicide before law enforcement could apprehend him. Sherrill was reprimanded the day before the shooting and it is possible that this was the precipitating factor for the shooting. This postal worker's actions coined a slang phrase for this type of behavior, "going postal." Anyone who exhibited violent behavior in the workplace was placed in the "going postal" category.

There are many different factors that could affect a person's behavior and according to the Department of Homeland Security (Department of Homeland Security, 2020), it takes more than one factor to set off an active shooter event. There are six factors that can affect behavioral change:

1. Home and family
2. Religion or Ideology
3. Finances
4. Workplace

5. Community

6. Health and Wellness

A combination of any of these factors can lead a person to the “Pathway to Violence.”

(Department of Homeland Security, 2020) There are five steps in the pathway, they are:

1. Grievance-hostile or dark speech, drawings, writings
2. Violent Ideation-thoughts replaced by action declarative writings
3. Research and Planning-conducts research and develops a plan
4. Pre-Attack Preparation-devotes time to gather materials, forewarning
5. Probing and Breaching-surveillance, tests plan (Department of Homeland Security, 2020)

Knowing these factors and indicators will help colleagues identify a possible active shooter and prevent an active shooter situation. Knowing about these indicators and past active shooter events, it is imperative for our organization to educate our employees to ensure preparedness in the event of an active shooter.

The department manager of a local utility identified that our Member Service area is at high risk for an active shooter event. As a result, this researcher and a coworker went to an active shooter protocol seminar, known as ALICE, in the fall of 2016. During that seminar, this researcher learned disturbing statistics of fatalities during an active shooter situation. When the traditional protocols were used versus the ALICE protocol, casualties were approximately 50% higher with traditional methods. Statistics of the attended seminar and the methods taught are discussed next.

The goal of the seminar was to train attendees to teach other members of their organizations the ALICE method. During the seminar, attendees were required to participate in drills, unless they had a medical condition. The traditional lockdown method was the first drill

conducted. The traditional lockdown method is when everyone in the room stays put, the lights are turned off, and the door is shut. Out of thirty-seven people in the room, eleven participants were either shot or wounded; the drill lasted two minutes thirty seconds. The traditional method allowed 29.7% of the class to be shot and wounded.

The barricade method is when everyone in the room uses desks, trash cans, or anything in the room to barricade the door. Participants stand behind everything barricading the door and put their weight into the barricade to decrease the chance of a perpetrator getting access to the room and occupants. The lights are turned off and occupants wait. Out of thirty-six people in the room, six participants were either shot or wounded; the drill lasted one minute fifty-one seconds. The barricade method allowed 16.7% of the class to be shot and wounded.

The counter method is when everyone in the room does anything, they can do to disrupt the thoughts of the active shooter. Participants in the drill hurled foam stress balls at the active shooter to distract him. Out of thirty-four people in the room, one participant was shot and wounded. The counter method allowed .03% of the class to be shot and wounded.

According to the United States Department of Labor, certain risk factors may increase a worker's chance of being a victim of workplace violence or an active shooter event. Those factors are:

- Contact with the public
- Exchange of money
- Delivery of passengers, goods, or services
- Having a mobile workplace such as a taxicab or police cruiser
- Working with unstable or volatile persons in health care, social services, or criminal justice settings

- Working alone or in small numbers
- Working late at night or during early morning hours
- Working in high-crime areas
- Guarding valuable property or possessions
- Working in community-based settings (OSHA.gov)

Can an active shooter event be avoided? No, there is no guarantee that an employee can avoid becoming a victim. However, there are factors that can help prevent an active shooter event. Identifying the risk factors in the workplace is vital to developing a proactive plan.

In 2018, the FBI reviewed all shooting incidents and determined that twenty-seven of those fell into the active shooter category. Because of those shootings, “eighty-five people were killed and 128 were wounded, excluding the shooters. Two law enforcement officers were killed (one from friendly fire) and six were wounded (one from an injury incidental to the shooting.)” (United States Department of Justice, 2020). Sixteen of 27 incidents materialized in business environments. Our workforce needs to be prepared for this type of situation.

Statement of the Problem

What is an active shooter? The Department of Homeland Security defines an active shooter as “an individual engaged in killing or attempting to kill people in a populated area. In most cases, active shooters use firearms and there is no pattern or method to their selection of victims.” (Department of Homeland Security, 2020).

Alaska is one of eight states that has not had an active shooter incident from 2000-2018. (usafacts.org, 2020). In the late 1980’s, Anchorage had two situations that would qualify as an active shooter incident. In May 1987, Derrick Green went to the Anchorage Daily News with

the intent to cause harm or kill his supervisor due to being fired the previous day. Green's supervisor was not in the building. Not finding the source of his wrath, Green fired upon someone else causing their untimely death. The police quickly apprehended Green; ultimately, he was sentenced to fifty-five years in prison with five years suspended. (Carey, 2018).

The other active shooter event happened in October 1986, Don Ramsey entered the Anchorage Times armed with a handgun, rifle, and smoke bombs. Ramsey was looking for the publisher, Bob Atwood, because Atwood had removed his advertisement from the paper. The publisher had approved the ad initially, but after reviewing it a second time, determined the ad was libelous. No one was hurt during the incident. Ramsey was sentenced to 25 years in prison with 10 years suspended. Ramsey was released from prison in January 1997. In February 1997 his son, Evan Ramsey took a shotgun to his high school and killed a student and the principal. (Carey, 2018).

Golden Valley Electric Association is a local utility cooperative. The Member Services department manager identified an area that is at high risk for an active shooter event. The lobby of the administration building is the primary concern. There are eight representatives that sit in the administration building lobby. These representatives are available face to face, or by phone, Monday-Friday for members conducting business. Based on the list provided by the United States Department of Labor, the first two bullet points: contact with the public and exchange of money, put frontline employees at very high risk. There are a few security measures in place that will alert other employees that there is a situation, and that law enforcement needs to respond. Monitored security cameras allow Dispatch to view the lobby and contact law enforcement if a representative isn't able to. A help call icon on each computer desk top allows a representative to alert others in the building if help is needed without alerting the member

causing the situation. These security measures coupled with active shooter preparedness training will aid in the event of such an event.

Having policies and procedures to deal with active shooter events is crucial and needs to be addressed. There is no policy or procedure in place to educate frontline employees on how to deal with an active shooter event; this is the problem that will be addressed. At this time, employees do not know how to respond, and this will cause confusion and chaos. “Having a plan in advance of an incident reduces chaos and practiced integration with first responders makes it easier for first responders and other key stakeholders in the planning process. Exercises and drills should be scheduled and performed.” (Department of Homeland Security Active Shooter Preparedness Training, 2017). A risk has been identified, as an employee, I would like to see policies and procedures created and added to the policy and procedures manual outlining the steps to follow if an active shooter event occurs.

Purpose of the Project

Providing staff options to maximize their chance of survival in an active shooter situation is essential. According to the FBI, in the past eighteen years, there have not been any active shooter incidents in Alaska. Back in the late 1980s, there were two workplace shooting events that occurred in Anchorage resulting in one fatality. Golden Valley Electric Association (GVEA) is being proactive not reactive to the possibility of an active shooter event happening by creating policies and procedures to train their frontline employees.

The purpose of this project is to create and develop a working policy and procedure for training office employees in case of an active shooter event. Implementing a new policy and educating office employees about how to deal with an active shooter event is crucial.

The policy and procedures will include: who is responsible for developing presentations, who will conduct training, and determination of the frequency of trainings to ensure success.

Theory or Theoretical Perspective

The perspective chosen to look at an active shooter is the biopsychosocial perspective. This is a medical perspective that takes into account the person, their feelings, and their surroundings. “The biopsychosocial perspective takes into account people’s physical conditions (biology), their thoughts and beliefs (psychology), and their social expectations.” (du Pre, 2017).

Social Learning Theory or Social Cognitive Theory, as it was renamed in 1986, was authored by Albert Bandura in 1978. Bandura posits that people imitate the behavior they observe; this is known as Observational Learning, as noted by the famous psychologist, B.F. Skinner. In Social Learning Theory, there are four processes that Bandura states occur for an individual to repeat an action. The first of the four processes are attention. That is, the individual must notice the behavior in order to imitate it. The second is retention. The behavior has to be remembered in order for an individual to repeat it. The third is reproduction. In this process, the ability to repeat the behavior is needed. If the individual is capable, then the behavior may be repeated with no flaws. The last is motivation.

To better understand how watching footage of a mass public shooting can lead to carrying out a version of the act, we only need to understand how we learn. Social learning theory (Bandura, 1977) offers an explanation for media contagion and copycat shootings. Simply stated, behavior is learned from the environment through the lens of social context. No direct experience is needed for an individual to pick up a mass shooting-related term (e.g., trench-coat mafia) heard at school or a new behavior (e.g., using high-powered weapons from the thirty-second floor of a high rise) described in the media. (Pescara-Kovach, 2018)

April 20, 1999, was the day the Columbine High School shooting occurred. This tragic event was broadcast on CNN as the incident was unfolding. Images of teenagers walking out of

the school with their hands above their heads and being loaded into ambulances are etched in American's memories. The 9-1-1 call made from the Columbine library is used today to illustrate that some of the students in the library could have evacuated the building. Instead, those students were told to stay put and some of them lost their lives. The Columbine shooting is used as a marker for the first mass school shooting in United States history even though it wasn't. There was a school shooting in Springfield, Oregon on May 21, 1998, at Thurston High School. I don't remember seeing the media coverage on this incident. With the media coverage of the Columbine incident, the shooters essentially created a template on how to conduct a school shooting.

Since the 1999 tragedy at Columbine High School, we identified six mass shooting and 40 active shooter incidents at elementary, middle or high schools in the United States. Mass shootings are defined by the FBI as an event in which four or more victims died by gunfire.

In 20-or nearly half-of those 46 shootings, the perpetrator purposely used Columbine as a model. (Peterson, 2019).

Active shooter incidents occurring within days or even a few weeks of others simulate the ripple effect. In the previous quote, we see that there is no time limit on the effects. The ripple effect is a visual way to explain the Social amplification of risk. "Social amplification of risk denotes the phenomenon by which information processes, institution structures, social-group behavior, and individual responses shape the social experience of risk, thereby contributing to risk consequences (Fig.1)" (Kasperson R. E., 1988).

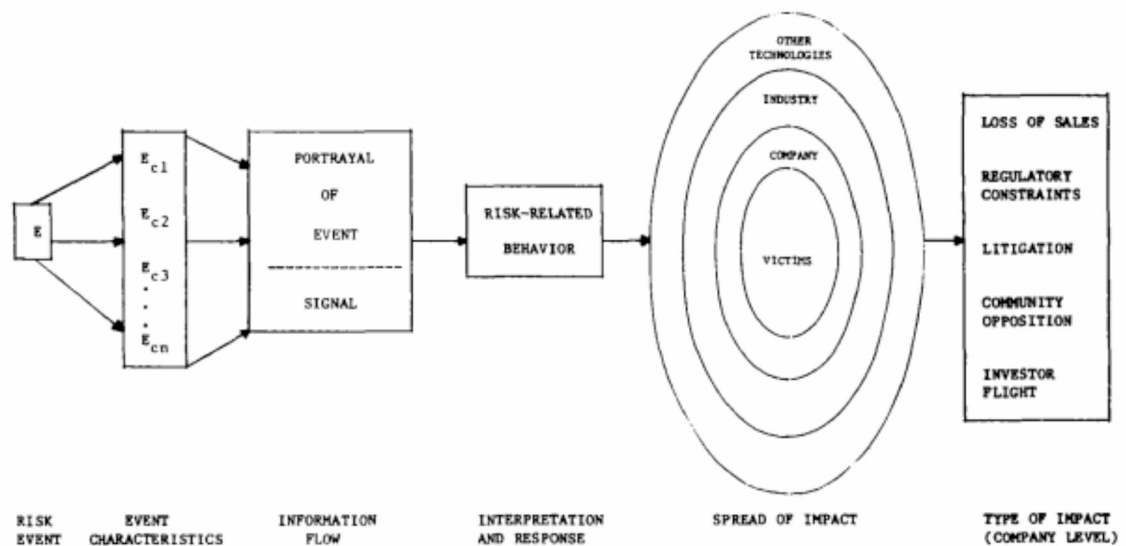


Fig. 1. Highly simplified representation of the social amplification of risk and potential impacts on a corporation.

Looking at Figure 1 it is easy to see how the event causes the ripple effect and how others are impacted.

Social Learning theory relates to this project of creating procedures for an active shooter event. The increase in active shooter events is due to the media coverage during and after an incident. There were incidents in December 2019 that occurred within three days of each other, both on military bases, and the backgrounds of the perpetrators were similar. In my opinion, these individuals were imitating one another, and when one of them strikes, another one will be sure to follow.

As stated previously, when a highly sensationalized shooting occurs, experts in the field (Towers, Gomez-Leviano, Khan, Mubayi, & Castillo-Chavez, 2015) know what is likely to follow: another incident within 13 days or, in the event of an extremely publicized and sensationalized incident (e.g., Columbine or Sandy Hook), the possibility of a copycat shooting in the distant future. Towers et al. found that an estimated 20 percent to 30 percent of mass shootings are the result of imitating recent high-profile incidents. (Pescara-Kovach, 2018).

When an active shooter incident occurs, it is traumatic, unsettling, even disturbing as facts about how the incident played out. Days after the shooting invariably there is public outcry

about a policy to stop these incidents, more strict gun laws, and a call for gun bans. Active shooter incidents occur and there is not a definite answer on how to stop them. “The main thesis of this article is that risk events interact with psychological, social, and cultural processes in ways that can heighten or attenuate public perceptions or risk and related risk behavior.” (Kasperson R. E., 1988).

Cultivation Theory by George Gerbner posits that individuals who watch a lot of television are influenced by the messages that they are exposed to and these messages affect individual’s worldview. Watching a lot of television can have an effect on how likely an individual feels they will encounter a dangerous situation in their lifetime.

According to Gerbner, violence is one of the major staples of the TV world. He wrote that, “violence” is the simplest and cheapest dramatic means to demonstrate who wins in the game of life and the rules by which the game is played.”³ Those who are immersed in the world of TV drama learn these “facts of life” better than the occasional viewers do.” (Griffin, A First Look at Communication Theory, 2015).

With the media coverage as it is today, everyone has notifications on their smartphones and do not have to be at home or wait to be notified of any significant event. Individuals are notified of the violence around them at any time of the day and are able to watch it live on a number of social media platforms, in addition to television. Violence is a part of our world and seeing it every day will affect the way individuals perceive the world.

Most people who decry violence on television are worried that it affects receptive young viewers by encouraging aggressive *behavior*. Gerbner was more concerned that it affects viewers’ *beliefs* about the world around them and the *feelings* connected to those beliefs. If viewers come to believe that the world around them is filled with crime, they’re also likely to feel scared about the prospect of engaging in that crime-filled world. (Griffin, A First Look at Communication Theory, 2015).

There is one way that an active shooter incident can be prevented. The shooter tells someone about their plans and that someone reports the intentions of the person to Law Enforcement. In the meantime, it is essential to be prepared for an active shooter incident. To

ensure frontline employees are adequately trained, best practices for the GVEA organization would be using the concept of community practice. Communities of Practice, or CoP, is technically a learning community.

In order to understand the CoP concept, we must therefore first define ‘community’ and ‘learning community.’ ‘Community’ generally describes groups of people (e.g., a town, a school) connected by a common interest and who define their identities by the roles they play and the relationships they share in the group’s activity. [18] (Li, 2009).

Methodology

This researcher was approached by the Member Services department manager about attending an ALICE Train the Trainer workshop in Fall 2016. As a Member Services Representative, the task assigned was to attend the training, become certified as a trainer, and educate the frontline employees of the organization. Upon return, this Member Services Representative and the Job Training and Safety Specialist, created a training presentation for the organization including drills specific to their organization. Once training steps were complete and reviewed, the next step was to train the frontline employees.

The Member Services department has a total of twelve frontline employees, including the division offices in Delta and Nenana. The training obstacle encountered was getting all the employees together for the training. If all frontline employees were in training, there was no one to fulfill their job duties. The Member Services Manager was consulted for ideas to achieve this task. Additional training opportunities were scheduled to accommodate the need for all employees to be trained.

In the fall of 2017, this researcher and co-worker attended an Active Shooter Preparedness Workshop delivered by the Department of Homeland Security. The goal of this

workshop was to educate the attendees on understanding the threat of an active shooter, prevention of an active shooter situation, and how to be prepared for an active shooter event.

It is the knowledge that this researcher has obtained from these seminars, media coverage of mass shootings and workplace shootings and personal experience to identify the need for policy and procedures. The need for Active Shooter education to be developed and disseminated to organization employees is critical. Policies and procedures may not prevent an active shooter situation, but with a policy in place, educating the employees on how to deal with these situations will enhance the safety culture of the organization.

The training presentation was developed using data and materials from the ALICE workshop and updated with information from the Department of Homeland Security workshop. Once the training presentation was complete, it was presented by the Job Training and Safety Specialist and the Member Services Representative. Before the initial presentation, there were practice sessions to ensure the quality of the content and material(s). Each presenter was responsible for knowing the entire presentation and how to conduct the active shooter drills, in case someone was not able to present.

The presentation was delivered to frontline supervisors and middle managers first to educate them on the content of the training. The training was well received by the attendees. They were encouraged to send their employees to the next training presentation.

Once the training presentation concluded, the presenters met and reviewed the initial class. The presenters met after the presentation and gave each other feedback on their parts of the presentation. Each presenter was given time to give constructive criticism to the other and there was a lot learned during the meeting. All feedback was positive, the presentation was

reviewed slide by slide and minor changes were made in the presentation for aesthetic purposes and time management.

After the initial presentation, there was about a three-month lapse before the presenters were able to practice the revisions to the presentation and schedule another training presentation. The second presentation was canceled due to lack of participation and no other training was scheduled. The original presentation slides are included. (See APPENDIX A).

As an ALICE trainer, this researcher selected an unobtrusive observation method to conduct research. This method allowed participants in the training to have normal reactions and learn the presented material without observation bias. “Unobtrusive observation is used when researchers want to study communication in a natural setting, yet choose not to become participants in the group or organization.” (Rubin, 1996). The unobtrusive observation method allowed for presenting a portion of the material and observing the participants when conducting the active shooter drills.

During the training presentation, four drills were conducted to practice the information learned. All participants were fitted with safety equipment before the drills were conducted to prevent any injuries. Barricade, lockdown, and counter drills were conducted with one presenter observing and timing the drill. As with any task, the more you practice, the more proficient you become. “But one of the most important insights from our research is that knowledge that is actually implemented is much more likely to be acquired from learning by doing than from learning by reading, listening, or even thinking.” (Pfeffer, 1999)

When each drill was finished the observing presenter gathered statistics about the casualties of the drill. The observations noted are as follows drill one, the traditional lockdown

method, resulted in three casualties. Drill two, the barricade/fortify drill, resulted in zero casualties. The door was breached but the shooter was not able to see to aim at anyone in the room. Drill three, the counter method, resulted in two casualties. Due to the speed of conducting the drills, there was enough time to run one more drill. The presenters gave the participants a choice of which drill they would like to repeat, they selected the barricade drill. The participants utilized tacit knowledge from the presentation and skills acquired during their first attempt of the barricade drill a second time with more success. The active shooter did not breach the door during the second barricade drill. The participants were very proud of their barricade and the fact the shooter wasn't able to gain access to their room. See APPENDIX D & E

While observing the participants during their drills, this researcher realized that a policy or a procedure will sit in a manual and will be referenced only in the event of an emergency. After enrolling in a Crisis Management class and learning about crisis management teams and crisis management plans, this researcher determined that a policy or a procedure would not be effective for educating employees about an active shooter event. Creating a crisis management team (CMT) and crisis management plan (CMP) would be the better option. Incorporating the crisis management plan into the training would ensure employees received the information.

In order to define a crisis management plan and team, the definition of crisis should come first. The definition of organizational crisis is more applicable.

Pearson and Clair (1998) have offered the most widely used definition of an organizational crisis: An organizational crisis is a low-probability, high-impact event that threatens the viability of the organization and is characterized by ambiguity of cause, effect, and means of resolution, as well as by a belief that decisions must be made swiftly. (pg. 60). (Crandall, 2014)

It is the opinion of this researcher to select a person possessing a majority of the characteristics listed and not the manager of the department. The person who has the most

attributes will be most beneficial in a crisis. The crisis management team has to plan for organizational crisis's and manage the crisis, should one occur. Crandall, Parnell, and Spillan (2014) identified five goals the CMT must achieve. The goals are:

1. The CMT identifies the crisis threats the organization is facing.
2. The CMT develops the crisis management plan.
3. The CMT leads training in the area of crisis management.
4. The CMT actively manages a crisis when one occurs.
5. The CMT leads the postcrisis evaluation so that learning can occur.

The crisis management team has the task of creating a crisis management plan. The team is comprised of people from each department of the organization, including legal counsel. The members of the team should have a special set of characteristics to serve as they will need to work with all types of different personalities.

An effective active shooter plan cannot be developed in a vacuum with the input of only one or two people or senior management alone. Absent the assistance of operational departments and the input of employees who may be on the front line and confronted with the event, the plan will fall short and not have organizational "buy-in". (Department of Homeland Security, 2020).

Special characteristics of a crisis management team member are paramount. Any member of the crisis management team possessing the majority of the six characteristics that Crandall, Parnell, and Spillan (2014) reviewed will succeed and work well with other members of the team. The characteristics are:

1. Ability to Work in a Team Environment
2. Ability to Think Under pressure
3. Ambiguity tolerance
4. Good Listening Skills
5. Verbal Skills

6. Critical Thinking Skills

The members of the crisis management team have an important role in the organization. This team will identify the crisis(es) the organization would face, and would be creating and managing the crisis management plan. After a crisis was over, the team would evaluate the management of the crisis and learn from any mistakes.

Scheduling the evaluation sessions is the most important factor in the postcrisis evaluation phase. Such sessions must be held soon after the event while the details of the crisis are still familiar to everyone. Waiting too long can lead to forgetfulness (Kovoor-Misra & Nathan, 2000). This forgetfulness can lead to the loss of valuable insights on how to make crisis management function better in the future. (Crandall, 2014).

A recommendation is that an alternate team member should be selected when the crisis management team is chosen and should participate in all CMT activities. Having an alternate member would ensure that should any primary team member be away from the organization; the alternate would be able to carry out the role.

When working with a group or team there is a chance that problems can develop. Crandall, Parnell, and Spillan (2014) identified common team challenges:

1. Not understanding the symbolic and sacred aspects of a crisis
2. Not being able to make decisions because of lack of information
3. Lack of interest and involvement of senior management
4. Lack of psychological preparation provided to CMT members
5. Groupthink
6. Practicing in different time zones
7. Verbal aggressiveness
8. Machiavellian personality

The characteristics needed to be a CMT member have been reviewed. Selecting the person who has the strongest and most of the characteristics on the list will reduce the number of challenges that the CMT faces. A crisis management team and their responsibilities are listed in APPENDIX C.

A crisis management plan is "...a systematic way of thinking about the organizational crisis." (Crandall, 2014). The crisis management plan is created and maintained by the crisis management team.

The crisis management plan should have at least seven components, depending on the size of the organization. According to Crandall, Parnell, and Spillan (2014) there are seven basic components of a crisis management plan. The components are:

1. Cover Page
2. Table of Contents
3. Crisis Management Team Members
4. Team Member Responsibilities
5. Activation of the Crisis Management Team
6. Command Center Locations
7. Response Plans for Specific Crisis Situations

Once the plan is developed, it is the responsibility of the crisis management team to ensure training of the plan is carried out and successful. A crisis management plan for an active shooter event has been created for GVEA CMT to use or revise. The crisis management plan is in APPENDIX D.

Once the crisis management team has been selected, the crisis management plan is developed, the plan needs to be disseminated to the organization. In the training presentation,

employees must be made aware of how to activate the crisis management plan. If not, all employees have been to the ALICE training presentation, the communication must include instructions on how to activate the CMP. The CMP should be posted on the organization webpage, and employees should be allowed to have the CMP as a desktop icon for quick access should an active shooter event occur.

Limitations of the Project

The limitations of the project were identified as job tasks, employee turnover, and the COVID-19, worldwide pandemic. The two employees tasked with developing the presentation had other priorities in their primary job duties and those priorities took precedence over this task. There was momentum right after coming back from the training seminar, but over the next six months, little was done to complete the training presentation.

Time management was an issue for creating and delivering the presentation. It took approximately fourteen months to create a working presentation and in January 2018, the first training session was given. To date, this is the only active shooter presentation completed with active shooter drills that have been delivered to the organization.

Employment turnover has occurred and proven to be positive, yet time-consuming. The Safety Department has new management, and this has been positive for this researcher through a new commitment by the team to follow through on safety protocols and procedures. The Job Training and Safety Officer has completed the ALICE training and is a certified trainer. The Safety Department is responsible for the goal of training 75% of the employees of the organization. This researcher will work with the Safety Department to achieve this goal.

The task of training organization employees to respond to an active shooter incident is vast. However, with the changes that have been made within the organization, the goal can be achieved. To ensure the goal is completed, it is recommended that the training participants are tracked. All participants must sign a sign-in sheet before beginning the training. The Safety Department will track and monitor the data for active shooter training.

Another training limitation was the COVID-19, worldwide pandemic. Due to the pandemic, the majority of the workforce worked from home during the last part of the first quarter, the majority of the second quarter, and into the third quarter. All priority was focused on COVID-19 education and prevention and keeping the workforce safe and well.

Recommendations for delivering this presentation during COVID-19 are to record the presentation and email out as a monthly safety training video or deliver the presentation virtually. When employees return to the workplace, the drills can be conducted after a brief review session of the material. Another option is to utilize ALICE's e-learning portal. There could be an additional fee for this type of training. Purchasing any additional training would have to be cleared through the Safety Department and Management.

During this time there was a change in organizational leadership. Following best practices, the management team is committed to the Safety culture and keeping employees and members safe. However, it is possible that this training will take a backseat to the current pandemic and leadership changes within the organization. My recommendation for the new management team is to provide this training to the organization. A prepared workforce is an empowered workforce.

Conclusions

While conducting this project the goal was to create a policy and procedure that would help educate my colleagues and ultimately enhance the safety culture. The conclusion is that a policy or standard procedure will not accomplish the goal whereas a crisis management plan will. The crisis management plan outlines the crisis step-by-step and can be followed in an active shooter situation.

At the start of this project, administrative policy manuals of the organization were reviewed. One policy that was missing from the manual was the policy for a workplace violence or an active shooter event. The purpose of this project was to create that policy or a procedure that could be disseminated to the organization and enable employees to make decisions on how to respond to a violent situation. A second review of the administrative policy manual was done and a policy for a hostile member or hazardous situation was found (See Appendix H). After reviewing the policy and presenting the training, it was determined that the policy was accurate for this type of project, and there should be a crisis management plan in place, and a crisis management team to create and manage it. The crisis management plan is detailed and can be added to training presentations for employees and it gives employees a resource when an event takes place.

During the development of the training presentation, information from the ALICE Training Institute was utilized. When reviewing the training presentation my coworker and I developed, I determined that our training presentation needed to have more relevant information included. Therefore, I created new slides to put into the presentation. The new slides included the behaviors to look for in an active shooter, how actions can escalate the situation, and information learned in the Department of Homeland Security Preparedness Workshop. The

information added to the presentation would educate the frontline employees on behaviors to look for and how quickly a situation can potentially escalate.

The slides removed were the Columbine High School 9-1-1 call, the Columbine High School Library Map, the Elliott Rodger Slide, and the two Topics to Consider slides. These slides were updated to include more recent statistics, focusing more on workplace active shooter incidents rather than active shooters at schools. In my opinion, this information will make for a more effective training presentation. Therefore, instead of creating a policy and procedure, a crisis management plan, and an outline for a crisis management team were created.

A slide for the crisis management plan and crisis management team has been added to the presentation. These slides are important to have because the employees need to know who to contact and how activate the crisis management plan quickly. The crisis management plan is formatted in a Word document making it easy to download to a computer desktop and easily accessible in an active shooter situation.

Arguably, the most important slide added to the presentation includes the information of where participants can seek professional help if they need it due to the sensitive nature of this material. The slide was added at the beginning of the presentation, after a break, and at the end to ensure participants were aware of the resources they could contact and utilize, should they need to.

What happens next? The crisis management team needs to be selected. The President/CEO of the organization and Safety department should choose the members of the crisis management team using the list of characteristics identified by Crandall, Parnell, and Spillan (2014). Once the team is selected, participants should watch the training presentation that includes the crisis management plan created by this researcher. It is up to the CMT to determine

if the crisis management plan and the revised training presentation created by this researcher will work for GVEA. If the decision is made to utilize them, or revise them, that is up to the team. These documents were developed to enhance the safety culture at GVEA and may be utilized to do so.

Once this is complete, the workforce needs to be trained and the CMT is responsible for the success of the training. Once the workforce is trained, the plan needs to be implemented and maintained. This is addressed in the crisis management plan.

With the crisis management plan and training presentation already created, it is my recommendation that GVEA selects a crisis management team, have the team review the information, and approve them for use in their organization. Once approval is given, then the team can move forward with implementing and maintaining the plan. A maintenance idea would be to refine the training presentation by utilizing the e-Learning component that ALICE offers. Using this platform to train employees would free up time and allow the presenters to focus on running the drills. In my opinion, making these changes will empower employees and enhance the safety culture at GVEA.

Appendix A-ALICE Protocol Training Presentation-Original Presentation



- * Define Active Shooter
- * Compare passive vs. proactive response
- * Active shooter history
- * Define the acronym ALICE
- * Official endorsements
- * HANDS ON TRAINING (drills)
- * Workplace evaluation

Active Shooter Definition

- * An individual engaged in killing or attempting to kill people in a populated area
- * There often is no pattern or method to their selection of victims
- * Most shootings are not classified as active shooter incidents
 - * Domestic Violence
 - * Drug Activity/Crimes
 - * Gang Activity
 - * Routine Criminal Incidents
 - * Terrorism

3

Passive vs. Proactive Response Strategies

- * Why is Citizen Preparation in Proactive Response Necessary?
 - * 25 years of **mass shooting** events have yielded a national average for the response time of Law Enforcement to Active Killer scene.
 - * How long does it take Law Enforcement to respond?

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Passive vs. Proactive Response Strategies

- * Why is Citizen Preparation in Proactive Response Necessary?
 - * 25 years of **mass shooting** events have yielded a national average for the response time of Law Enforcement to Active Killer scene.
 - * How long does it take for Law Enforcement to respond? **5-6 Minutes**

5

Event Timeline

- * Call 911 3min & 12 casualties
- * On Phone with 911 1 min & 4 casualties
- * Response time 4 min & 16 casualties
- * Scan scene 1 min & 4 casualties
- * Find Bad Guy 1 min & 4 casualties

Total = 10 min & 40 casualties

6

14 Years of Passive Response Strategies

	Columbine 1999	Virginia Tech 2007	Sandy Hook 2013
# of Bad Guys	2	1	1
Minutes of Shooting	8.5	8	5
Numbers Present	56	Approx. 100	Approx. 50
Age of Victims	Minors	Adults	Minors & Adults
Casualty Percentage	About 50%	About 50%	About 50%
Number Wounded	12	17	2
Number Killed	10 ⁷	30	26

14 Years of Passive Response Strategies

	Navy Yard 2013	Elliot Rodgers 2014	Chattanooga 2015
# of Bad Guys	1	1	1
Minutes of Shooting	69		30
Numbers Present	Approx. 3000	?	?
Age of Victims	Adults	Adults	Adults
Casualty Percentage	About 62%	About 30%	About 50%
Number Wounded	8	14	2
Number Killed	13 ⁶	6	6

Active Shooter Definition

ELLIOT RODGER RETRIBUTION



Classification: **Mass murderer**
 Characteristics: **Motive unclear; revenge for sexual and social rejection**
 Number of victims: **6**
 Date of murders: **May 23, 2014**
 Date of birth: **July 24, 1991**
 Victims profile: **George Chen (19) / Cheng Yuan "James" Hong (20) / Weihai "David" Wang (20) / Katherine Breann Cooper (22) / Christopher Ross Michaels-Martinez (20) / Veronika Elizabeth Weiss (19)**
 Method of murder: **Stabbing with knife - Shooting**
 Location: **Isla Vista, California, USA**
 Status: **Committed suicide by shooting himself the same day**

9

BLS Workplace Statistics

Work-related homicides by type of assailant and gender of victim in 2016

Assailant type	Women		Men	
	Number	Percent	Number	Percent
Total	91	100%	409	100%
Robber	15	16	137	33
Other or unspecified assailant	16	18	117	29
Inmate, detainee, or suspect not yet apprehended	4	4	53	13
Coworker or work associate	13	14	53	13
Student, patient, or customer/client	7	8	42	10
Relative or domestic partner	36	40	7	2

10

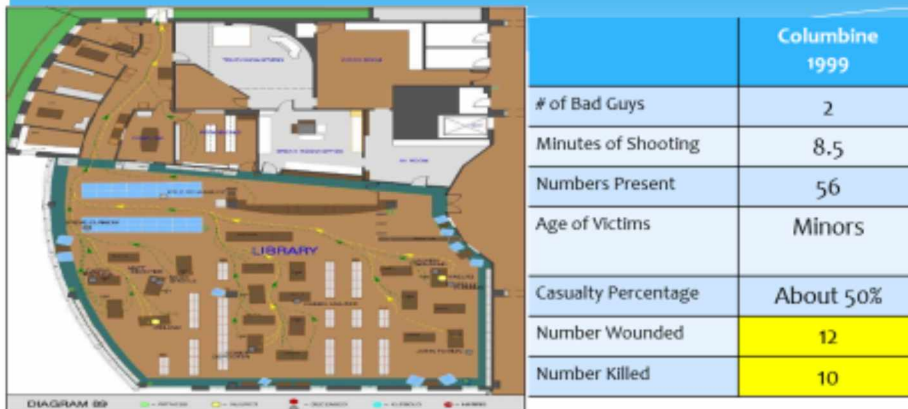


- Witness
- INJURED
- ● DECEASED
- KIEBOLD
- HARRIS

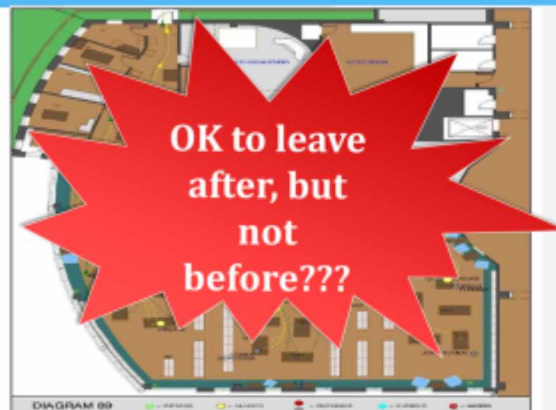
* [Columbine Library 911 Call FULL Version – YouTube](#)

11

Should they have stayed?



Should they have stayed?



Virginia Tech

Room 210 No Class	Room 206 - 14 Present Killed - 10 Wounded - 2	Room 204 - 19 Present Killed - 2 Wounded - 3	Room 200 No Class
Hallway - Killed 1			
Offices	Room 211 - 19 Present Killed - 12 Wounded - 6	Room 207 - 13 Present Killed - 5 Wounded - 6	Room 205 - 12 Present Killed - 0 Wounded - 0

Virginia Tech

Room 210 No Class	Room 206 - 14 Present Killed - 10 Wounded - 2	JUMPED Room 204 - 19 Present Killed - 2 Wounded - 3	Room 200 No Class
Hallway - Killed 1			
Offices	Room 211 - 19 Present Killed - 12 Wounded - 6	BARRICADED AFTER 1st TIME Room 207 - 13 Present Killed - 5 Wounded - 6	BARRICADED Room 205 - 12 Present Killed - 0 Wounded - 0

Why use the ALICE Protocol?

- * The police response, no matter how fast, will rarely be quick enough.
- * Of the 160 active shooter events from 2000-2013, 60% of the events ended before law enforcement arrived. Forty percent of the shooters committed suicide.
 - * 27 events occurred in Pre K-12 schools, 12 in higher ed.
- * Ninety-eight percent of the active shooter events had one perpetrator. Columbine and Jonesboro had two perpetrators who never left each other's side.
- * 80% of trained police officers will miss their target in a dynamic situation

16

Why use the ALICE Protocol?

Attack Resolution
The NYPD organized attack resolution categories: applied force, no applied force, and no force.

Table 2 shows that the vast majority of incidents are resolved violently, either by force of the police or the attackers themselves. Only 1% of incidents end in surrender.

Table 2: Number of Incidents by Incident Resolution

Resolution	Number of Incidents	Percentage
Applied Force - Citizens and Police	93	46%
No Applied Force	28	14%
Suicide/Attempted Suicide - Shooter	80	40%
Attacker Fled	1	<1%
Total	202	100%

If it is going to take an aggressive act to stop the killing, who do we hope is committing this act first?

BREAK TIME

BE BACK IN



10

18

ALICE

- * A=Alert
- * L=Lockdown
- * I=Inform
- * C=Counter
- * E=Evacuate

19

Alert

- * Awareness of gunshot sounds. Most people when hearing a gun shot do not think it is a gun shot. Most will process and rationalize as construction noise, the band, a science experiment, fire crackers, etc.
- * Intercom?
 - * Working with Industrial IT to see if CISCO phones will work for this.

20



Lockdown

- * More than locking a door, using furniture in the room to barricade the entrance to the room and other materials such as a belt or electrical cord to wrap around door knob or hinge.
- * 'Enhanced Lockdown'

21



Inform

- * Throughout the event, someone who can continuously report real-time information about the incident if possible;
 - * To inform police to the whereabouts of the individual(s) and possible identity
 - * To inform employees of the whereabouts so they can decide whether to barricade or flee
 - * To distract the intruder.

22

Counter

- * As a last resort when life is in danger, use countering strategies to impact the intruder's effectiveness.
 - * Eighty-percent of trained police officers miss a dynamic target. Why were shooters so successful in Columbine, Sandy Hook and some classes at Virginia Tech?
- * Throwing objects at the intruder.
- * Physically overwhelm the intruder.

23

Evacuate

- * Provide employees with the ability and permission to evacuate – ‘off limit’ areas, breaking windows to escape. If there is an escape path, an option is to evacuate.
- * Remove as many potential targets as possible.
- * Timing-Listen for active shooter to reload.
- * Evacuation is inevitable during a dangerous intruder event anyhow, and it matches a natural response to a dangerous intruder.
- * [window](#)

24

So, what does this all really mean?

- * It means you have options:
 - * Remain in your room behind a barricaded door
 - * Get out of the building (need a designated meeting area)
 - * If needed, fight back with objects, yelling, etc.

25

Drill Prep

- * Is there anyone who does not want to participate?
- * Does anyone have any medical issues?
 - * Back, knee, wrists, etc...
 - * Communicable illness?
 - * Does anyone NOT want to participate?
- * PPE-Mask stays on until an “all clear” is announced

26

Traditional Lockdown

- * LIMITS the natural instinct to get away from Danger
- * ASSUMES the entire campus is in the same amount of DANGER
- * Trains everyone to "FREEZE"
- * Ask any law enforcement officer what advice they give to anyone being attacked by Deadly Force

27

First Drill

- * Traditional lock down
 - * Close the door
 - * Turn out the lights
 - * Hide under desks/tables
 - * Do NOT attack!
- * SAFETY SAFETY SAFETY=ALL STOP

28

Second Drill

- * Lockdown=Barricade=Fortification
 - * Can you lock the door?
 - * Demonstrate how to fortify a door without a lock
- * SAFETY SAFETY SAFETY=ALL STOP

29

Counter Prep

- * Take downs-Physical contact
 - * Throwing items
 - * Grabbing shooter
- * Need a safety person inside room and one behind the shooter.
- * THROW GVEA SAFETY BALLS ONLY!!!
- * SAFETY SAFETY SAFETY=ALL STOP

30

Third Drill

- * Counter=The act of distracting and throwing them off their game.
 - * Throw something
 - * Yell
 - * Rush the shooter
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32

Practice: Decision to Barricade or Evacuate

- * First, let's divide you into groups based on where you are, most often.
- * Each group will discuss how to respond to an armed-intruder situation in your area.
- * Each group will decide if they would evacuate or lock down and barricade in each scenario.
- * If you decide to evacuate, you'll need to describe your route and your destination.

34

Proactive Response endorsed by official levels

- * Dept. of Homeland Security
- * US Dept. of Education
- * FEMA
- * US Dept. of Justice
- * Healthcare Facilities
- * Dept. of Health & Human Services
- * Colleges & universities
- * Places of Worship
- * Organizations at the State and Local level

35

Topics to Consider

- * Where should employees assemble?
- * Should the Admin Middle door be dual effort protected?
- * Who do you discuss dangerous personal issues with?
 - * What are they supposed to do?
 - * What if you don't trust your Supervisor?
- * How do you spot abnormal behavior?
 - * How do you report it?
 - * What do they do?
- * How do we secure Healy? Nenana and Delta?
 - * Environmental terrorism?

36

Topics to Consider

- * What are your vulnerabilities?
- * What can you throw?
- * Improvised lock down resources and methods?
- * Improvised weapons?
- * Hiding spots?
- * Evacuation route?

37



Thank you

- * Thanks for your participation
- * Please give us feed back by filling out the evaluation form

THE END

38

(ALICE Training Institute, 2020)

Appendix B-ALICE Protocol Presentation-Updated Presentation



- * Sensitive Material
- * GVEA Employee Assistance Program 800-825-6535
- * Crisis TEXT line-text HOME to 741741

Training Overview

- * Define Active Shooter
- * Compare passive vs. proactive response
- * Active shooter history
- * Define the acronym ALICE
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Passive vs. Proactive Response Strategies

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Age of Victims	Adults	Adults	Adults
Casualty Percentage	About 62%	About 30%	About 50%
Number Wounded	8	14	2
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9

Key Behavior Influences

- * Community
- * Finances
- * Health and Wellness
- * Home and Family
- * Spiritual
- * Workplace



10

Pathway to Violence



11

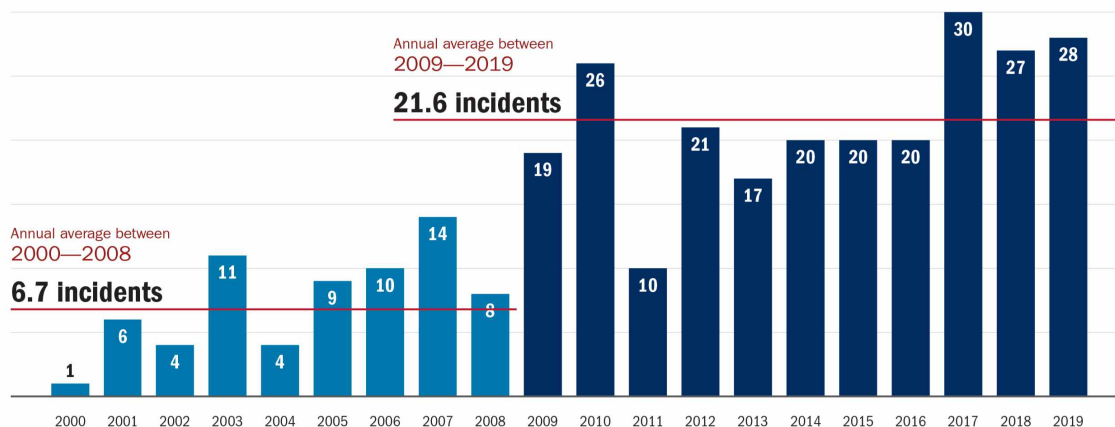
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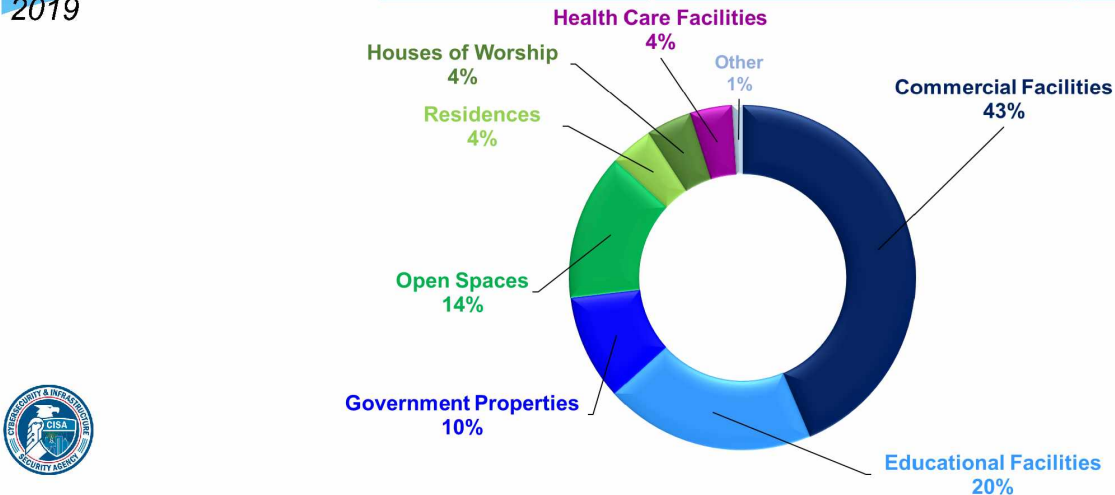
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FBI Law Enforcement Bulletin. Active Shooter Events from 2000 to 2013, Active Shooter Incidents in the United States in 2014, 2015, 2016 and 2017, 2018, 2019

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BE BACK IN



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ALICE Training

- * Sensitive Material
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- * Places of Worship
- * Organizations at the State and Local level

34

ALICE Training-Crisis Management Plan

- * Review Active Shooter definition
- * What does GVEA's Crisis Management Plan entail
- * Who is on Crisis Management Team
- * How does an employee activate the plan



35

ALICE Training

- * Sensitive Material
- * GVEA Employee Assistance Program 800-825-6535
- * Crisis TEXT line-text HOME to 741741

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THE END

37

Appendix C-Crisis Management Team

A. Preparing for and Managing an Active Shooter Situation

B. Crisis Management Team Members-comprised of a member from each department

- President/CEO
- Human Resources
- Finance (Facility Maintenance)
- Safety
- Public Relations
- Legal
- Power Supply/Dispatch
- Engineering
- Member Services
- Operations

C. Command Center Location- Employee Board Room

1. All team members that can make it to the Command center location will meet there in case of an active shooter event. Any departments that can will provide assistance where needed.
 - i. Any member of the CMT can activate the crisis management plan when notified of a crisis.

2. Human Resources/Safety

- i. Conducts effective employee screening and background checks
- ii. Creates a system for reporting signs of potentially violent behavior
- iii. Makes counseling services available to employees
- iv. Develops emergency and active shooter plans for dealing with an active shooter situation
- v. Have all department employees attend active shooter training and drills presentations
- vi. Remember active shooter training and drills

3. Facility Manager (Finance)

- i. Institutes access controls (i.e., keys, security system pass codes)
- ii. Have all department employees attend active shooter training and drills presentations
- iii. Distributes critical items to appropriate managers/employees, including:
 - a. Floor plans
 - b. Keys/fobs
 - c. Coordinates with facility security vendors and law enforcement to ensure the physical security of this location
 - d. Procures crisis items such as:
 - 1) Radios
 - 2) Floor plans
 - 3) Staff roster and staff emergency contact numbers
 - 4) First aid kits
 - 5) Flashlights

4. Public Relations

- i. When notified of an event, take immediate action
- ii. Initiate communication with media regarding event
- iii. Have all department employees attend active shooter training and drills presentations
- iv. Remember active shooter training and drills

5. Legal

- i. Confer with Public Relations to determine what information is to be delivered to the media regarding event
- ii. Have all department employees attend active shooter training and drills presentations
- iii. Remember active shooter training and drills

6. Power Supply/Dispatch

- i. When notified of an event, take immediate action
 - ii. Alert Law Enforcement and have open line of communication with responding officers
 - iii. Relay pertinent information during the crisis to law enforcement
 - iv. Have all department employees attend active shooter training and drills presentations
 - v. Remember active shooter training and drills
- 7. Engineering
 - i. Stay calm and respond immediately to any department requiring assistance
 - ii. Have all department employees attend active shooter training and drills presentations
 - iii. Remember active shooter training and drills
- 8. Member Services
 - i. Work with Safety Department to create active shooter presentations and drills
 - ii. Have all department employees attend active shooter training and drills presentations
 - iii. Remember active shooter training and drills
 - iv. Lock the door, if possible
 - v. Silence your cell phone
 - vi. Turn off any source of noise (i.e., radios, televisions)
 - vii. Hide behind large items (i.e., cabinets, desks)
 - viii. Remain quiet

D. Reactions of CMT members During an Active Shooter Event

- 1. During an emergency, be familiar with the emergency plans as well as this document. Be prepared to:
 - i. Take immediate action
 - ii. Remain calm
 - iii. Remember active shooter training and drills
 - iv. Lock and barricade doors
 - v. Evacuate staff and visitors via preplanned evacuation route to a safe area

E. Managing the Consequences of an Active Shooter Situation

1. After the active shooter has been incapacitated and is no longer a threat, the crisis management team will engage in post-event assessments and activities that may include any, or all, of the following:
 - i. An accounting of all individuals at a designated assembly point to determine who, if anyone, is missing and potentially injured
 - ii. Notifying families of individuals affected by the active shooter, including notification of any casualties
 - iii. Assessing the psychological state of individuals at the scene and referring them to health care specialists accordingly
 - iv. Identifying and filling any critical personnel or operational gaps left in the organization due to the active shooter
2. To facilitate effective planning for future emergencies, it is important to analyze the recent active shooter situation and create an after-action report. The analysis and reporting contained in this report is useful for:
 - i. Serving as documentation for response activities
 - ii. Identifying successes and failures that occurred during the event
 - iii. Providing an analysis of the effectiveness of the existing emergency/active shooter plans
 - iv. Describing and defining a plan for making improvements to the emergency/active shooter plans

APPENDIX D-Crisis Management Plan for Active Shooter Event

A. Profile of an Active Shooter

1. An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, active shooters use firearms(s) and no pattern or method to selecting victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, staff must be prepared both mentally and physically to deal with an active shooter situation.
2. Good practices for coping with an active shooter situation:
 - i. Be aware of your environment and any possible dangers
 - ii. Take note of the two nearest exits in the building
 - iii. If you are in a hallway, get into a windowless room, and secure the door

- iv. Know where your hold up alarm is located in the event that you need to contact dispatch for assistance.
- v. As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

B. How to Respond When an Active Shooter is in the Building

1. Quickly determine the most reasonable way to protect your own life. Remember your active shooter training and drills. Remember that members and co-workers are likely to follow the lead of employees and managers during an active shooter situation.
2. Evacuate if there is an accessible escape path. Be sure to:
 - i. Have an escape route and plan in mind from your position
 - ii. Evacuate regardless of whether others agree to follow
 - iii. Leave your belongings behind
 - iv. Help others escape, if possible
 - v. Prevent others from entering an area where the active shooter may be
 - vi. Keep your hands visible
 - vii. Follow the instructions of any police officers
 - viii. Do not attempt to move wounded people
 - ix. Call 911 when you are safe
 - x. Notify dispatch of the situation by pushing your hold up alarm under your desk, and if possible communicate the situation.
3. Hide out if evacuation is not possible. Find a place to hide where the active shooter is less likely to find you. Your hiding place should:
 - i. Be out of the active shooter's view
 - ii. Provide protection if shots are fired in your direction (NOTE: You will need to barricade yourself in one of the rooms if the door does not lock). Use anything to block the door or use wedges at the bottom of the door.
 - iii. DO NOT restrict your options for movement, when there is absence of gunfire, you may be able to escape.

C. How to Respond When an Active Shooter is Nearby

1. If the active shooter is nearby:
 - i. Lock the door, if possible
 - ii. Silence your cell phone

- iii. Turn off any source of noise (i.e., radios, televisions)
 - iv. Hide behind large items (i.e., cabinets, desks)
 - v. Remain quiet
- 2. If evacuation and hiding out are not possible:
 - i. Remain calm
 - ii. Dial 911, if possible, to alert police to the active shooter's location
 - iii. If you cannot speak, leave the line open and allow the dispatcher to listen
- 3. Take action against the active shooter as a LAST RESORT and only when your life is in imminent danger. Attempt to disrupt and/or incapacitate the active shooter by:
 - i. Acting as aggressively as possible against him/her
 - ii. Throwing items and improvising weapons
 - iii. Physically overwhelm the shooter

D. How to Respond When Law Enforcement Arrives

- 1. Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard. Law enforcement:
 - i. Usually arrive in teams of four (4)
 - ii. May wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
 - iii. May be armed with rifles, shotguns, handguns
 - iv. May use pepper spray or tear gas to control the situation
 - v. May shout commands and push individuals to the ground for their safety
- 2. It is important to react properly when law enforcement arrives. To do so:
 - i. Remain calm and follow officers' instructions
 - ii. Put down any items in your hands
 - iii. Immediately raise hands, spread fingers and keep hands visible
 - iv. Avoid making quick movements toward officers such as holding on to them for safety
 - v. Avoid pointing, screaming and/or yelling
 - vi. Do not stop to ask officers for help or direction when evacuating. Just proceed in the direction from which officers are entering the premises
- 3. Information to provide to law enforcement or 911 operator:

- i. Location of the active shooter/s
 - ii. Number of shooters
 - iii. Physical description of shooter/s (see below suspect/vehicle form)
 - iv. Number and type of weapons held by the shooter/s
 - v. Number of potential victims at the location
4. The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers.
5. Once you have reached a safe location, you will likely be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned. Do not leave until authorized.

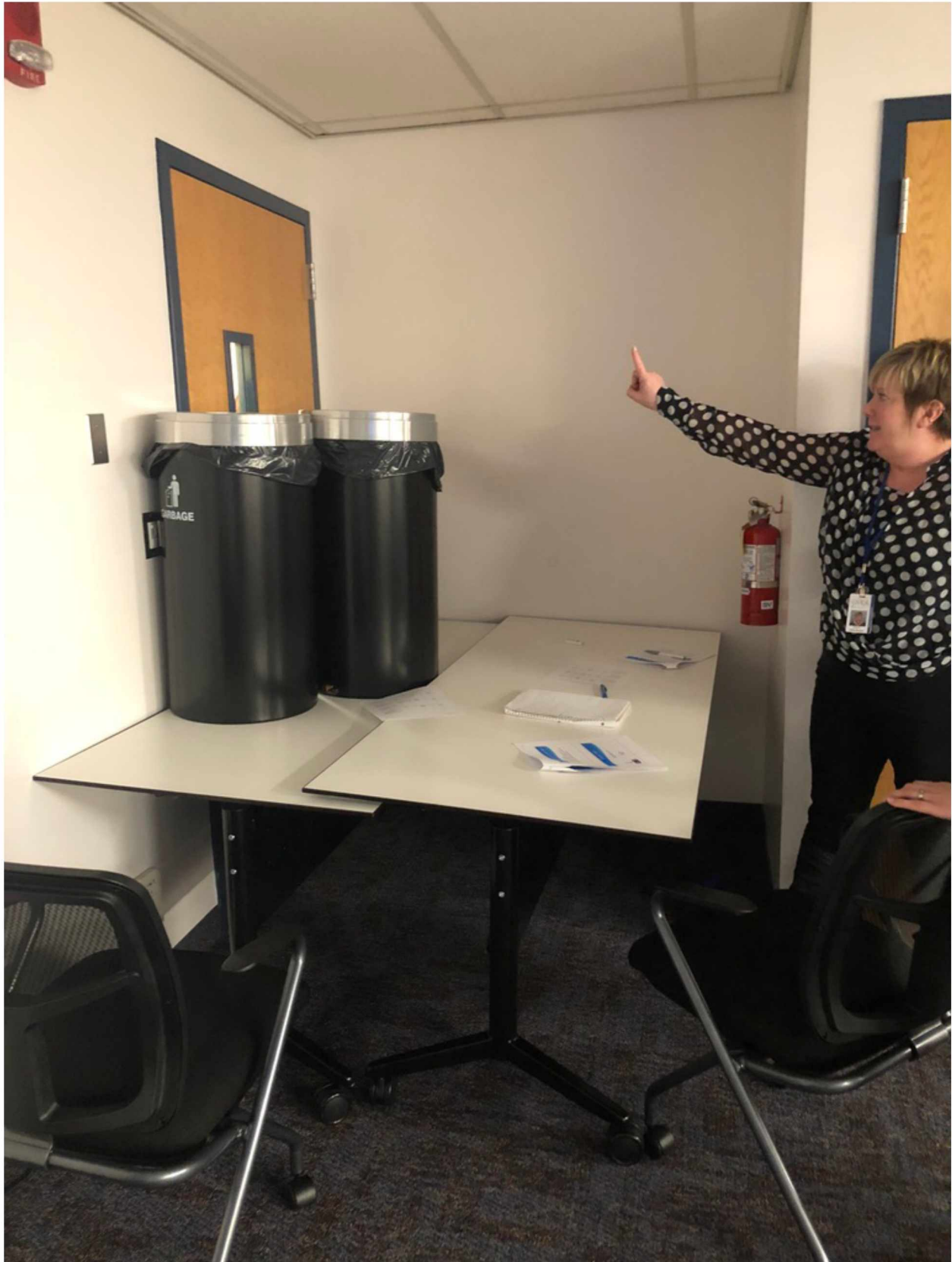
E. Emergency Contact Phone Numbers and Facility Address

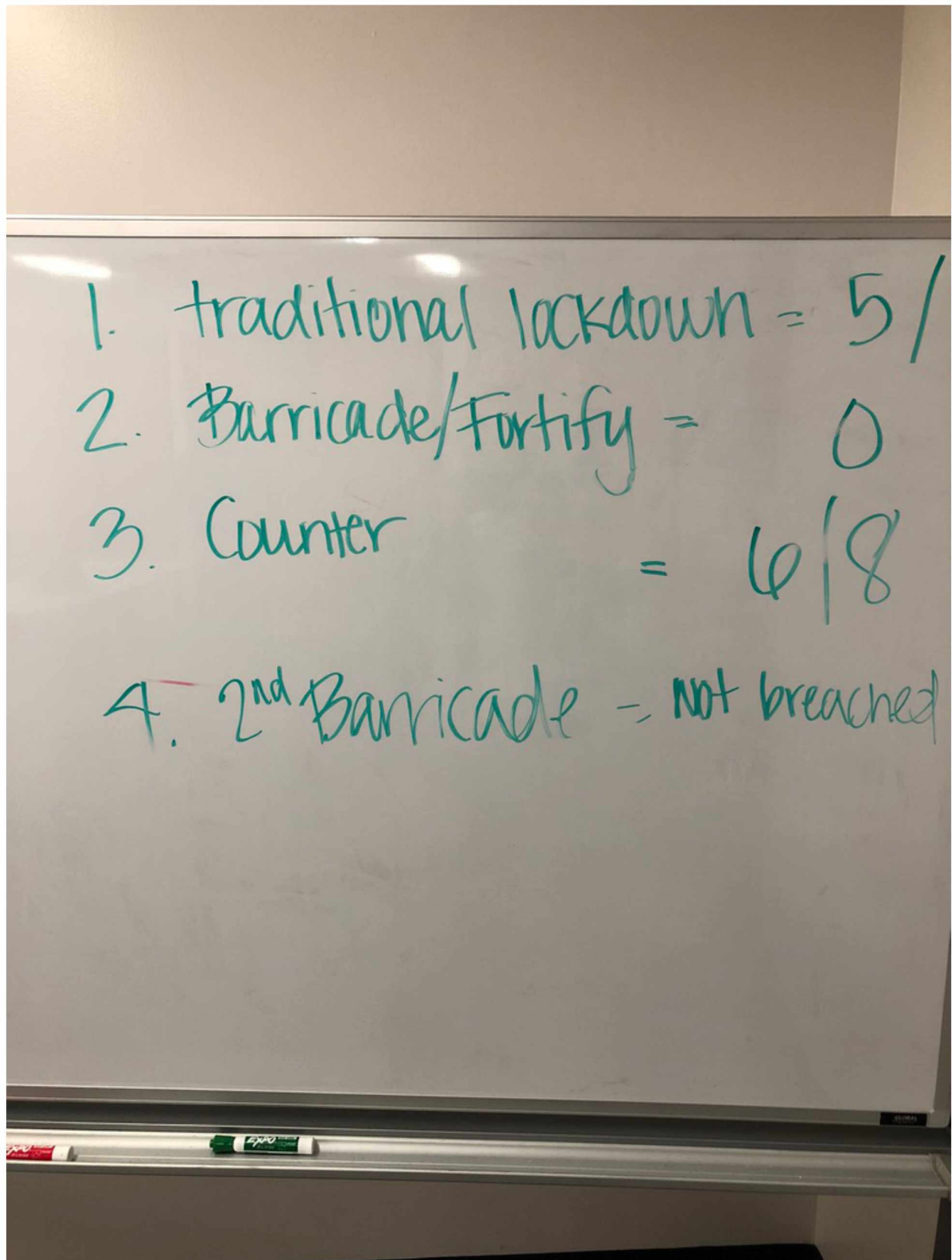
1. DIAL “9” WHEN MAKING ANY PHONE CALLS FROM A GOLDEN VALLEY PHONE
2. Emergency Service 9-1-1
3. Fairbanks Police Department (907) 450-6500
4. Fairbanks Fire Department (907) 450-6600
5. Fairbanks Memorial Hospital (907) 452-8181
6. Alaska State Troopers (907) 451-5100
7. Facility Address: 758 Illinois Street

F. Crisis Management Team Members-team member contact information will be listed here so that employees may notify anyone team member of a situation

- President/CEO
- Human Resources
- Finance (Facility Maintenance)
- Safety
- Public Relations
- Legal
- Power Supply/Dispatch
- Engineering
- Member Services
- Operations

APPENDIX E-Barricade Photo



APPENDIX F-Drill Statistics

APPENDIX G-GVEA Administrative Manual 6.7**REPORTING AND COMMUNICATIONS REGARDING
HOSTILE MEMBERS AND HAZARDS****I. OBJECTIVE**

To ensure the timely reporting of situations involving hostile members and hazardous conditions in order to promote the safety of Association employees and members who might be affected.

II. GUIDELINES**A. A hostile member or hazard (HMH) exists when:**

1. A person makes a threat through physical conduct or words that cause an employee to feel threatened or fear for their personal safety or the safety of Association equipment.
2. A situation exists on Association facilities where the safety of employees and/or members may be threatened.
3. A domestic or wild animal acts in a manner that threatens an employee's safety or equipment.
4. A physical condition involving a member's property (land or structure) exists that could lead to personal injury to employees or damage to equipment.

III. PROCEDURES**A. Immediate notification when hostile members or hazards are discovered.**

1. After encountering a HMH, particularly when working in the field, an employee shall notify Dispatch and either their immediate supervisor or Master Standby immediately upon reaching a safe place. The employee shall call 9-1-1 as appropriate.
2. Dispatch will as soon as practicable provide notice of the HMH to those on the HMH Communication List—an internal employee email distribution group.

B. Documentation of the hostile member or hazard.

1. Member Services Supervisors will ensure all notes relevant to the HMH are recorded in the member's record.
2. Member Services Supervisors will ensure the addresses and physical locations related to the HMH are made available in such a way as to be included in the mapping systems. This will include date of event and an expiration date, if applicable.

IV. RESPONSIBILITY

- A. It shall be the responsibility of each employee encountering a HMH to report such encounters to Dispatch and to their immediate supervisor or Master Standby immediately upon reaching a safe place. The employee shall call 9-1-1 as appropriate.
- B. It shall be the responsibility of Dispatch to distribute as soon as practicable information regarding the HMH via the HMH Communication List.
- C. It shall be the responsibility of Member Services Supervisors to ensure the appropriate member records are updated such that the HMH will be displayed in the mapping system.
- D. It is the responsibility of the CAD/GIS Section to ensure the display of HMH information in the mapping systems.
- E. Member Services will maintain a Hostile Member Hazard List, until such time that it is part of the CIS system that will identify the locations and members with known hazards. This list will be available for immediate viewing by Dispatch, members of the HMH Communication List and field personnel.
- F. Environmental Health & Safety (EHS) will facilitate training in dealing with hostile and aggressive members and animals, and identifying and avoiding potentially hazardous situations.
- G. It will be the responsibility of the EHS staff to maintain the HMH Communication List.

Approved: August 4, 2016

APPENDIX H-Training Presentation Materials List

1. Send e-mail to Dispatch, Safety, and drill attendees. Include date, time, and training room where training will be.
2. Foam balls-throw these at the active shooter to counter. This will show how throwing an object will make AS flinch and miss the target.
3. Face masks-all participants must be wearing these when a drill is active.
4. Nerf gun-for the active shooter.
5. Air horn-signal for when the drill is done.
6. Safety vests-for safety monitors.
7. Print handouts-reference materials for attendees to take notes on
8. Get old extension cord, data cable. Utilize during the lockdown drill. Show participants how to use these to lock the door if their door doesn't have a lock.

APPENDIX I-Evaluation Form

Training Evaluation Form

For each of the questions below, circle the response that best characterizes how you feel about the statement, where 1 = Strongly Disagree, 2 = Disagree, 3= Neither Agree or Disagree, 4 = Agree, 5 = Strongly Agree.

Content	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.I gained new understanding from the session.	1	2	3	4	5
2.The information is relevant to my work.	1	2	3	4	5
3.The session was useful and the time was well spent.	1	2	3	4	5

Facilitator	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.Facilitator was organized and well prepared.	1	2	3	4	5
2.Facilitator was knowledgeable and credible.	1	2	3	4	5
3.Facilitator allowed and encourage questions and participation.	1	2	3	4	5

Materials	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.The session materials were clear and organized.	1	2	3	4	5
2.The Handout provided was useful.	1	2	3	4	5
3.Materials used presented a professional appearance	1	2	3	4	5

For each of the questions below, circle the response that best characterizes how you feel about the statement, where 1 = Strongly Disagree, 2 = Disagree, 3= Neither Agree or Disagree, 4 = Agree, 5 = Strongly Agree.

Participation	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.I participated to the level of my comfort.	1	2	3	4	5
2.There was appropriate participation from most of the group.	1	2	3	4	5
3.Most participants seemed interested and engaged.	1	2	3	4	5

Overall	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
1.Presentation was useful and time well spent.	1	2	3	4	5

Comments:

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